



**ACCESSIBILITY  
PLAN  
2021-24**

## Section 1:

### Our Values

#### Whitmore High School Values

- Our pupils understand that there are no shortcuts to success. They **WORK HARD** in every lesson and show a positive attitude towards learning.
- Our pupils welcome the opportunity to be challenged and to fail in lessons. Through this they develop **RESILIENCE**.
- Our pupils have **RESPECT** for others, understanding that everyone has the right to learn and succeed. Their actions must contribute to a positive culture for learning in the classroom.
- Our pupils take **RESPONSIBILITY** for their learning. They understand that they are accountable for every action.

#### Positive Learning Habits

Our system is designed to help students display great learning habits with students receiving a positive point when they display our key values of:

- **Working hard** and being **positive** towards their learning
- Being **resilient**
- Showing **respect**
- Taking **responsibility**

## **Improvement Priorities**

In arriving at our improvement priorities, we took account of the views of the school community, last year's School Improvement Plan, Welsh Government national priorities, including Successful Futures, and the new Additional Learning Needs Transformation programme and legislative responsibilities. The ongoing Key Priorities for 2021 -2023 are summarised as follows:

### To improve

1. The School as a Learning Organisation
2. Our Wellbeing and Interventions
3. Our Teaching and Learning
4. Our Assessment and Interventions
5. Our Culture for Learning

## **Purpose of the Accessibility Plan**

The purpose of this plan is to show how we intend, over time, to increase the accessibility of our school for disabled pupils. The School is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.

## **Definition of Disability**

According to the Equality Act 2010, a person has a disability if:

- a) He or she has a physical or mental impairment.
- b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

## **Legal Background**

Under the Equality Act 2010 all schools must have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation including the DDA. The effect of the laws is the same as in the past, meaning that 'Schools cannot lawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation'.

This plan has been drawn up based upon information supplied by a range of stakeholders, including the VoG Local Authority, and in conjunction with pupils, parents, staff and governors of the school and will advise other planning documents and policies.

This Accessibility Plan sets out the proposals of the Governing Body of our school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- a) Increasing the extent to which disabled pupils can participate in the school curriculum; which includes teaching and learning and the wider curriculum of the school, such as participation in after school clubs, leisure and cultural activities or school visits;
- b) Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- c) Improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled.

## **Documents and policies**

The Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Curriculum policy
- Strategic Equality Plan

## WHS Accessibility Plan 2021-2024

- Health and Safety Policy
- Inclusion Policy
- Ethos for Learning Policy
- School Improvement plan

### **Training**

Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010. This happens on an informal and formal basis.

### **Plan Availability:**

The school makes the Accessibility Plan available in the following ways:

- A copy is posted on the school's website
- Paper copies are available by request

### **Review and Evaluation:**

The plan is valid for three years 2021-24. It is reviewed annually.

## Section 2: Overall priorities:

1. Improvement of classroom layout
2. Improvement of delivery of curriculum materials
3. Improvement on individual student disabled access plans
4. Improvement of signage

Development area	Targets	Strategies	Outcome and by when	Goals achieved
<b>Curriculum delivery</b>	Classrooms are organised for disabled pupils.	Guidance from specialists (hearing impaired service, autism service) taken in arranging classrooms for maximum benefit to disabled pupils.	Monitoring indicates disability/SEN taken into account in organising the environment for learning (insert school year if required)	Disabled pupils able to access learning environment more effectively.
<b>Curriculum delivery/ delivery of materials in other formats</b>	<p>Individual statement targets used by classroom staff and understanding of additional time requirements in practical work understood and planned for.</p> <p>Diagrams described and presentations read out loud. Copies of slides and diagrams available to pupils.</p>	<p>SEN information available to all staff and further training on implementation and differentiation of curriculum required.</p> <p>Use of staff involved in 'Inclusion Project', LA personnel.</p>	Monitoring indicates differentiation in place targeted at disabled/SEN/ other nominated pupils.	Disabled pupils able to access curriculum more effectively.

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<p><b>School design for disabled pupils</b></p>	<p>All areas accessible to disabled pupils.</p>	<p>Individual accessibility plans drawn up for pupils to ensure disabled access for all students.</p>	<p>Plans drawn up show clearly how disabled access will be undertaken.</p>	<p>Disabled pupils able to access all physical areas without difficulty.</p>
	<p>Signs clear and understandable for visually impaired.</p>	<p>Replacement of signs takes account of appropriate colour schemes/size for signs.</p>	<p>New signs clear and updated as required.</p>	

